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Chapter 1 Multiple Intelligences

I really liked the section in this where Armstrong talked about savants. There has been a push in society recently to challenge how we define intelligence and I think that is only appropriate because as Armstrong also states in this section what we have valued in intelligence has shifted over time. While this push is not unsubstantial as evidenced by our focus on multiple intelligences over this course so far and edu 101 I do think there are aspects of our labeling that show a tendency to value some over others. For example a genius in the field of math, science, or linguistics will often be labeled a “genius” without any qualifier, whereas a genius in the field of music or painting are often labeled as a “musical genius” or an “artistic genius”. While the qualifier isn’t necessarily demeaning considering it doesn’t take away from the area in which they are deemed to have genius level intelligence the perceived need for a qualifier suggests that certain areas of intelligence aren’t worthy of a “genius” label without an explanation of the field. I also found it interesting that Armstrong talks about how time period may be crucial in how multiple intelligences play out. He uses the example of Mozart grew up in an era that valued musical composition above many things so his genius was fostered and able to actually develop whereas if he grew up today and attended a public school that was cutting its music program his genius wouldn’t have an opportunity to develop.